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ABSTRACT

This guide replaces the 1975 publication "A Guide for Developing a Comprehensive K-12 School Health Instruction Program." It is designed to provide a framework for local curriculum development by identifying knowledge and skills students should master at each of four levels--grades K-3, 4-6, 7-9, and 10-12. At each level, the competencies and skills are organized into nine specific areas: (1) disease prevention and control; (2) family life and sex education; (3) mental health; (4) substance abuse; (5) nutrition; (6) personal health; (7) safety and first aid; (8) community health; and (9) consumer health. (JD)

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Comprehensive Health Competencies and Key Skills for Missouri Schools

K-3, 4-6, 7-9, and 10-12

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January 1989

Missouri Department of Elementary and Secondary Education

Robert E. Bartman, Commissioner of Education

SP 031 661

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Comprehensive Health Competencies and Key Skills for Missouri Schools

K-3, 4-6, 7-9, and 10-12

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INTRODUCTION

Today's young people face a multitude of potential health problems related to alcohol and drugs, communicable diseases including AIDS, pregnancy, automobile accidents, poor physical fitness and nutrition, mental health and other risk factors. More than 95 percent of all health problems affecting individuals can be avoided or reduced by applying knowledge and common sense in our everyday lives. In the memorable words of Pogo, "We have met the enemy and he is us."

In general, health problems do not result from students' having too little knowledge, but rather from their failing to make responsible choices and decisions about their personal health in everyday life. Many health problems can be effectively prevented by educating individuals in making responsible decisions. The school, the home and the community all have obligations to provide an environment that assures every child and young person opportunities to develop the knowledge, skills, attitudes and behaviors that will help them lead safe, healthy lives. Learning health facts, alone, will have little effect if the students are not provided the tools for meaningful decision making—assembling facts, assessing alternatives, applying them creatively to real-life situations and consistently evaluating their individual health needs.

The 1988 National Adolescent Student Survey conducted by the American Health Association and others found that more than 90 percent of the eighth and tenth graders surveyed know the basic facts about alcohol and drug abuse, sexually transmitted diseases and other critical health problems. They do not, however, regularly use that knowledge in making decisions about their personal behavior and health. Apparently, our schools are effective in teaching facts, but are not convincing many students of the importance of taking control of their lives and their personal health. Therefore, new instructional efforts as well as active involvement by parents and community leaders will be required to bridge the gap between knowledge and behavior.

Since 1975, the Department of Elementary and Secondary Education has provided school districts with curriculum guidance in comprehensive health programs and has encouraged school districts to provide health instruction for all grades. As of 1985, more than 90 percent of Missouri's school districts reported having developed a comprehensive health program. In spite of such efforts, though, there continues to be widespread concern about health problems affecting children and youth and the role schools should play in reducing such problems through education.

Over the last two years, many teachers, administrators, curriculum specialists, state health officials and health consultants have assisted the Department in developing this publication. It replaces the Department's 1975 publication, *A Guide for Developing a Comprehensive K-12 School Health Instruction Program.* This guide follows the same philosophy and general format as *Core Competencies and Key Skills for Missouri Schools* (published by the Department in September 1986), which addresses academic subjects. This manual also is similar to *Physical Education Competencies and Skills for Missouri Schools*, published in 1987.

This guide does not offer a comprehensive health curriculum in the traditional sense. Rather, it is designed to provide a framework for local curriculum development by identifying knowledge and skills students should master at each of four levels—grades K-3, 4-6, 7-9 and 10-12. At each level, the competencies and skills are organized into nine specific areas:

- disease prevention and control
- family life and sex education
- mental health
- substance abuse
- nutrition
- personal health
- safety and first aid
- environmental and community health
- consumer health

The chart on the next page illustrates how the health competencies and key skills are organized into content areas and levels.

School districts will approach the issues of curriculum development and implementation differently, depending on their own organization, current practices and resources. Most elementary schools, for example, are organized in self-contained classrooms with one teacher responsible for instructing students in the academic subjects. In this case, there may not be enough time in an already crowded schedule to add a class named "health." Thus, it may be appropriate in many cases to integrate health key skills into existing courses such as science and social studies.

At the junior high school level, some districts offer health classes where the key skills suggested in this guide could be readily incorporated. In others, the health key skills can to be integrated into other courses. All high schools are required by the state's classification standards to offer at least one-half unit of health. Most high schools do not, however, require all students to take the health course. In this case, schools may want to integrate the health key skills into courses taken by all students as well as into existing health classes.

Recent trends suggest that schools can expect to face increasing public pressure to improve and intensify health-related instruction for students at all levels. Especially because of the threat of AIDS, it also is clear that educators must move quickly to evaluate and revise the health curriculum. This manual is a practical guide that can help Missouri teachers and school administrators meet those challenges.

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Framework and Implementation Concepts for Comprehensive Health Competencies and Key Skills for Missouri Schools

Four Major Health Competencies

1. **Identify the health issues, needs and/or problems facing the individual and society.**
2. **Identify the causes and effects of health problems on the body and recognize those which can be prevented and controlled by oneself.**
3. **Identify and analyze social health problems for implications and existing or needed prevention and treatment.**
4. **Recognize, analyze and demonstrate personal health behaviors which will promote a healthy lifestyle.**

Nine General Content Areas

- Disease Control
- Substance Abuse
- Family Life and Sex Education
- Nutrition
- Mental Health
- Personal Health
- Environmental & Community Health
- Consumer Health
- Safety and First Aid

Key Skills K-3 | **Key Skills 4-6** | **Key Skills 7-9** | **Key Skills 10-12**

Integrated Approach
Identify the health problems that should be integrated into subject matter areas such as social studies, reading, civics and physical education.

Direct Teaching Approach
Identify the health problems that need to have specific impact or direct instruction. (Care must be taken to limit instruction to 3-5 units covering related Key Skills).

Making Decisions
Students use the four major competencies to identify information needed to make decisions in the case situations.

Assessment
Test for mastery of the critical concepts presented in the Key Skills taught.

LEVEL I

GRADES K - 3

COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Describe the advantages of maintaining a healthy lifestyle.
2. State or recognize simple definitions of the terms health, disease, illness, symptoms, medicine, prescription, diagnosis and prevention.
3. Distinguish between the pleasant aspects of being well and the unpleasant feeling of being sick.
4. Identify the purpose of required immunizations.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Identify the signs, symptoms and treatment for at least three common childhood health problems (i.e., colds, influenza, chicken pox, mumps, conjunctivitis, ear infections, diarrhea, impetigo, head lice).
2. Investigate and verify the existence and effects of disease causing microorganisms (those which cannot be seen by the naked eye) on the body.
3. Describe how infection may occur and modes of transmission (i.e., saliva, food or water-borne, skin, blood supply, air).
4. Identify ways infection may be prevented (i.e. washing hands, covering nose and mouth when sneezing, staying home when ill).
5. Identify noncommunicable diseases that may occur in individuals (i.e., cardiovascular disease, cancer, diabetes, arthritis, dental disease, obesity).

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COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Describe why prevention, early detection and treatment are important in disease control (i.e., immunization, screening, observation, referral for appropriate treatment).

2. Identify the role of the family, doctors, dentists, nurses, health agencies and institutions in preventing disease.

3. Identify measures necessary to make the school and community as free of communicable diseases as possible.

4. Describe the importance of having clean kitchens and food service in the home, school and community.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Demonstrate daily personal habits that contribute to good health (i.e., sleep, exercise, nutrition, posture, hygiene).

2. Identify how to prevent common health problems (i.e., cleanliness- -head lice, skin infections, diarrhea, nutrition- -upset stomach, obesity).

3. Identify and describe personal health habits for protecting others and predict consequences to individuals not practicing good health habits.

4. Identify and describe the health practices which promote a healthy lifestyle, (i.e., balanced diet, regular health checkups, exercise, rest, bathing, brushing and flossing teeth).

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COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Recognize the significant people in their lives and the roles they play.
2. Identify similarities and differences among families.
3. Identify factors that cause changes in families.
4. Recognize that roles and responsibilities between the genders are interchangeable.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Identify ways to prevent and control conflict between oneself and family members.

COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Identify how parents can help protect their children outside the home (i.e. rules to avoid strangers and molestation).
2. Identify behaviors that cause or reduce conflicts with peers and family.

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COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Analyze different family living patterns and identify the behaviors which will lead to a healthy lifestyle (i.e. two parents, one parent, rural, urban, inner city).

2. Compare the care that is needed for an infant and the health behaviors that are expected from a six year old, and identify one's own responsibilities for a healthy lifestyle.

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COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Recognize the need for belonging, love, identity, success, self worth, and decision making which are basic to good mental health.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Recognize mental health problems and how they can be prevented and/or controlled by one's own behavior and attitude.

2. Recognize different feelings experienced by oneself and others and how they affect one's daily life.

3. Identify and describe the positive and negative effects of stress on the body and give specific ways to prevent and cope with stress.

4. Determine how best to handle emotional trauma in a variety of family situations (i.e. divorce, dealth, alcoholism, violence, success, failure).

COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Analyze social and mental health problems arising from peer pressure and give specific ways to control the pressure and make good decisions.

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COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Identify ways to promote personal mental health when in conflicting situations with others (i.e. peers, parents, persons in authority, older persons, persons or groups with different beliefs and attitudes).

2. Identify ways to help oneself and others develop positive self concepts.

3. Recognize that it is important to express feelings and communicate desires for a healthy lifestyle.

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COMPETENCY I

Through experience, observation and reading, identify issues, needs and/or the problems facing individuals and society.

The student will:

1. Identify the peer and family pressures related to substance abuse that individuals face at home, at school and in the community.

2. Describe how advertising by newspapers, radio, television and other media affects our perceptions about alcohol, drugs and tobacco.

3. Identify health problems that can develop from drug use (nicotine, alcohol, marijuana and prescription medicine).

4. Identify the effects of drugs on the body.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Recognize that a variety of feelings such as anxiety, excitement, sorrow, happiness, frustration and fear are a part of everyday life and describe how negative feelings can be dealt with effectively.

2. Identify ways that a person can be sure substances used in or on the body are not harmful (i.e. read the label, ask parents, use doctor prescribed medicine, ask a knowledgeable person).

3. Identify non-food substances which can cause health problems or that can be harmful if not used properly and tell how to use them properly (sprays, detergents, poisons, insecticides, glues).

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COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Identify the school and community rules which govern the behaviors considered responsible.

2. Recognize that medicines should be stored safely, used only for their intended purpose and given by an adult.

3. Identify regulations in force to control the use of over-the-counter medicines, prescription drugs and illegal drugs.

4. Identify and describe when and where to get help with different problems related to alcohol, drugs and tobacco.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Recognize behaviors in the school environment which exhibit self-confidence, as well as concern for others and which encourage a drug-free lifestyle.

2. Recognize how an individual's perception of right and wrong in the use of drugs affects personal decisions and contribute to a healthy lifestyle.

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COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Identify the nutritional needs of individuals and the problems facing people in securing a balanced diet.

2. Identify circumstances which inhibit individuals from choosing a balanced diet.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Identify how the body is affected by poor food choices and what can be done by oneself to prevent the effects on the body.

2. Recognize that food spoilage is a health problem and cite ways to prevent and/or control food spoilage.

3. Describe the benefits of a balanced diet and the effects of an unbalanced diet.

COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Recognize that nutrition is a serious health problem that affects every person's life and identify the risks associated with excessive intake of fat, sugar, sodium and empty calorie foods.

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COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Consider nutrient content in selecting healthful snack food items.
2. Recognize that food choices are related to a healthy body.
3. Recognize the economic as well as health consequences of good choices.

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COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Identify the health benefits of good personal hygiene and grooming on a daily basis.

2. Recognize the need for personal health care from reliable health care providers (i.e., doctor, dentist, psychiatrist, nurse, pharmacist).

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Determine the effects of poor posture on the body and what can be done to prevent or improve it.

2. Recognize the ways sufficient sleep and rest benefit the body and how to schedule a proper amount.

3. Identify problems that can affect the five sense organs adversely and what can be done to protect them.

4. Identify problems that affect the teeth and what individuals, doctors and dentists can do to prevent and control these problems.

COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Describe what the various social health care providers (i.e., doctor, dentist, surgeon, nutritionist, psychologist, nurse, paramedic) do to prevent and treat personal health problems.

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2. Identify several common health hazards and who can best help in case of an accident or other health problem.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Select appropriate clothing to wear in various activities and under different weather conditions to protect one's health.

2. Name ways physical activities enhance health and body development.

3. Demonstrate accepted methods of cleaning teeth.

4. Identify ways to avoid excessive exposure to the sun.

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COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Recognize unsafe conditions at home, farm, school and community.
2. Identify proper responses if approached by a stranger.
3. Distinguish between appropriate and inappropriate touch.
4. Identify ways to obtain assistance in an emergency.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be presented and/or controlled by oneself.

The student will:

1. Explain common injuries that can happen at play and what can be done to prevent them.
2. Describe why electricity is dangerous to the body and cite procedures to follow when around electricity.
3. Explain what occurs to the body in water accidents and the safety precautions to follow around bodies of water, including ice.

COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Describe the importance of obeying traffic signs and signals and tell the shape and color of each sign and the behavior called for.

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2. Identify and describe safe school bus, bicycle and pedestrian procedures and the consequences of not following them.

3. Explain the importance of practicing home, fire, outdoor, farm, school and community safety.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Explain how the memorization of emergency addresses and telephone numbers will help to promote personal health and safety.

2. Explain fire disaster drill procedures developed for home and school and why they are important for safety and health.

3. Explain how school building and school bus rules and regulations are necessary for the safety and health of all and why each rule is necessary.

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COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Identify environmental problems (air, water, land and noise pollution) and how they affect health.

2. Explain the need for conservation of our natural resources and how it can affect health.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Demonstrate an understanding of how each type of pollution (air, water, land and noise) affects people's health and what can be done by individuals to control the effects on the body.

COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Describe people's dependency on the environment and how protecting and improving it contributes to their health.

2. Explain steps individuals can take to prevent pollution and create a healthy environment.

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COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Identify personal health measures that individuals can take to limit pollution.

2. Analyze community and personal health practices which affect the environment.

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CONSUMER HEALTH

LEVEL I

COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Identify health services provided by community agencies.

2. Identify health professionals whose services he or she has used or expects to use.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Identify the impact of advertising and other influences on the use of health products and services and what can be done personally to identify and use the most effective ones.

COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention, and treatment programs.

The student will:

1. Identify consumer products used at home and school and analyze several to determine positive and negative aspects of each.

2. Analyze the problems related to individuals receiving regular health care and making wise consumer health decisions.

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COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Analyze personal health behaviors which will lead to good consumer health decisions about both services and products.

2. After recognizing that all persons need help with making personal health decisions, identify the sources of help and when and how to access them (i.e., parents, doctor, teacher, friend).

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LEVEL II

GRADES 4 - 6

DISEASE PREVENTION AND CONTROL

LEVEL II

COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Describe the causes of disease (i.e., heredity, microorganisms, environment, unhealthy lifestyle).

2. Define terms such as infectious, bacteria, viruses, parasites, chronic, communicable and acute.

3. Identify the four leading causes of death from disease in the general population, and classify as infectious, communicable and/or chronic.

4. Identify three diseases for which cures or new treatments are needed (i.e., AIDS, cancer, heart disease) and three scientists who have contributed to disease prevention and their contributions (i.e., Gallo, Fleming, Jenner, Salk, Sabin).

5. Describe how myths and inaccurate information hinder understanding and application of disease prevention and control measures.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Demonstrate basic knowledge of the systems of the body and how they can be protected from disease (i.e., cardiovascular diseases, cancer, diabetes).

2. List ways chronic diseases limit the ability of the body to function and what can be done to prevent and/or control them personally.

3. Describe how the body builds immunity and identify conditions which cause the loss of or lack of immunity (i.e., congenital conditions, medications, other diseases, HIV infection/AIDS, cancer, leukemia); and, state what can be done personally to prevent the loss or lack of immunity.

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4. Identify and describe the various ways diseases are transmitted (i.e., airborne, food borne, water borne, direct and indirect contact with body fluid of infected individual).

COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Identify and describe basic methods of detection and control of disease.

2. Define "public health" and explain how public health agencies assist in interrupting the spread of disease and preventing disease from occurring.

3. Identify and describe ways of accessing local and state health services and the problems encountered by health agencies and workers in controlling and preventing disease.

4. Predict the consequences of inadequate or ineffective public services (i.e., garbage and solid waste disposal, water and fluoridation).

5. State benefits of fluoridating community water systems, the consequences of nonfluoridation and alternative solutions if not provided.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Identify negative health behaviors and describe how they affect the body and contribute to the development of disease (i.e., tobacco use, poor food choices, lack of sleep and exercise, stress, lack of cleanliness, inappropriate use of drugs, sex, alcohol).

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2. Analyze personal daily living habits that increase the risk of developing disease and devise a plan for a more healthy lifestyle.

3. Describe the detection, prevention and control of common health problems (i.e., alcoholism, cancer, diabetes, heart disease, HIV infection/AIDS, lung disease, measles) and decide what personal decisions are needed to lead to a more healthy lifestyle and the prevention of disease.

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FAMILY LIFE/SEX EDUCATION

LEVEL II

COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Describe how the family structure is variable and changing and the responsibilities that should be accepted by all members of the family unit.
2. Compare traditional and current trends in roles of family members.
3. Define puberty and sex education issues faced by all family members.
4. Explain why it is essential that all family members understand the parts and functions of the male and female reproduction system.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. List factors that affect growth and development (e.g., hormones, nutrition, disease) and what can be done by oneself to improve them.
2. Identify the effects of puberty on mental health and the family, and describe what can be done by oneself to prevent problems and/or find workable solutions.
3. Recognize the effects of puberty on physical development.

COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Given an example of a social or health problem related to family life/sex education, list ways to improve the communicative interaction within the situation.

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2. Given an example of a family life/sex education situation depicting different emotions, describe how the situation might be handled in an effective manner.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Describe one's role as an important and responsible family member and how it will contribute to a more healthy lifestyle.

2. Distinguish among the different kinds of child abuse (i.e., physical abuse, mental abuse, sexual abuse, neglect) and give ways that will be helpful in preventing abuse.

3. Recognize some positive attitudes and behaviors that will favorably influence sexual behavior.

4. Define and describe several problems relating to sexuality and peer pressure that can be effectively dealt with by using decisions based on values.

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COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Define the term "mental health" and identify mental health problems that frequently arise among individuals and in society.

2. Identify moods and emotions (i.e., frustration, loneliness, happiness, anger, affection, love, hate) and describe how they may give rise to mental health problems.

3. Identify and state the basic human needs (i.e., food, water, shelter, clothing, belonging, acceptance, love) and the mental health problems which may result if they are not satisfied.

4. Recognize the most common mental health problems of the student's age group (i.e., depression, isolation, anxiety, stress, loneliness, low self-esteem) and give examples of each.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Identify changes in feelings that occur during adolescence and give alternatives for dealing with them constructively.

2. Recognize the events that affect one's mental health (i.e., divorce, finances, death, family illnesses, changing of schools) and give possible ways of dealing with them constructively.

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COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Analyze one or more examples of social mental health problems and identify the personal qualities that would help one get along with others in a given situation.

2. Identify several different personal mental health problems and decide the best source of help for each.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Analyze one or more mental health behaviors (i.e., love, anger, sadness, remorse, joy, jealousy) and select acceptable ways of expressing emotions consistent with a healthy lifestyle.

2. Explain the need for the acceptance of oneself and others and how that acceptance will promote a healthy lifestyle.

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COMPETENCY I

Through experience, observation and reading, identify issues, needs and/or the problems facing individuals and society.

The student will:

1. Describe the substance use and abuse problems facing individuals and society.
2. Distinguish between substances that are beneficial and those associated with misuse and abuse.
3. Describe some causes of drug and alcohol abuse/misuse (i.e., peer pressure, stress, unsatisfactory family life).
4. Recognize the basic signs and symptoms associated with substance abuse and identify several ways to say "no" to substance abuse.
5. Distinguish between physical and psychological dependency and explain why dependent persons need professional counseling and treatment programs.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Identify health problems related to the use of alcohol and other drugs and the effects on the body.
2. Identify health problems related to the use of tobacco and its effect on the body.
3. Cite examples of positive and negative effects of peer group influence on behavior.
4. Describe effects of substance abuse on the family (i.e., parent(s), child).

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COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Identify various health related organizations (state, local, voluntary health agencies, hospitals, etc.) involved in substance abuse education and the prevention, intervention and treatment programs each provides.

2. Analyze the difference between reliable and unreliable information obtained from advertisements related to alcohol, drugs and tobacco.

3. Recognize the consequences of substance abuse as a social problem.

4. Explain the need for the enforcement of laws relating to substance abuse.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. List safe practices in the care, storage, and use of household medicines and poisons.

2. Explain the need for personal goal-setting that leads to good habits and a healthy lifestyle.

3. Identify ways people make decisions and recognize the steps in an effective decision making model.

4. Choose activities that reinforce the positive drug-free elements of student life.

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COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Identify and demonstrate a practical system of selecting nutritional foods that will promote health and proper weight control.

2. Identify eating disorders (i.e., anorexia, obesity, bulimia) as serious health problems.

3. Describe physical conditions that may require special diets (i.e., anemia, diabetes, hypertension, overweight and underweight, allergies).

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Describe why the Dietary Guidelines for Healthy Americans * should be implemented.

2. Using facts about nutrients and how they are used by the body, list the possible effects of an unhealthy or inadequate diet on the body.

3. Identify the signs of food spoilage and means of prevention.

COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Identify and describe factors that affect the acceptability of food (i.e., age, religion, beliefs, health problems).

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2. Analyze the difference between reliable and unreliable information relating to the advertisement of foods.

3. Analyze the changing family roles and explain their influence on family food patterns.

4. Identify the public agencies that contribute to maintaining a clean and safe food supply.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Demonstrate the ability to use the basic food groups as a guide for planning a balanced diet.

2. Analyze food labels for nutritional value.

3. Evaluate popular snack items, given the reality that snacking has become an important part of our daily food intake.

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* Home and Garden Bulletin No. 232,
Superintendent of Documents,
U.S. Government Printing Office,
Washington, D.C. 20402

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PERSONAL HEALTH

LEVEL II

COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Identify the major health problems that affect members of society and the organs and systems involved in each.

2. Describe why the prevention of personal health problems should be emphasized more than treatment.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Describe how exercise and rest combat fatigue and promote a healthy mind and body.

2. Determine unhealthy practices that would place personal health at risk (i.e., cigarette smoking, use of alcohol and drugs, poor diet, sunbathing, stress, strain, lack of exercise).

3. Give at least one health problem for each of the five senses; describe what can be done to prevent and treat each.

COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention, and treatment programs.

The student will:

1. Select the appropriate health specialist who can detect, prevent and treat different personal health problems.

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2. Recognize that trends in society have both positively and negatively affected our health perspective.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Distinguish between good and poor posture and its importance to the individual.

2. Recognize effective practices to prevent injury and disease of ears and eyes .

3. Describe proper care and hygiene practices for teeth, hair, skin, nails, ears and eyes.

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COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Define terms such as first aid, injury, safety and prevention.

2. Determine what to do when presented with an emergency situation (i.e., weather, accident, fire).

3. Identify highway, street, and international signs and traffic signals and describe why they should be uniform in size, color, shape and location.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Identify common areas in which safety is a concern and where injuries could be prevented by applying safety knowledge and proper attitude (i.e., school, home, bus, playground, bike).

2. Identify situations in which and by whom the first aid procedures should be administered and when they should not.

COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Identify emergency medical services in the community and determine how to obtain them when needed (i.e., 911, fire, police, poison, suicide, abuse hotline).

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2. Describe the need for and the work of law enforcement officers in ensuring safety.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Identify rules needed for playground and other recreational activities.

2. Identify home and school safety rules (i.e., fire, guns, poisons, electrical equipment, kitchen equipment, unsafe places to play, strangers, emergency procedures and vehicles).

3. Identify bus safety rules.

4. Demonstrate the emergency first aid techniques to be utilized in situations involving severe bleeding, stoppage of breathing, shock, broken bones, poison, severe burns and choking on a piece of food.

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COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Identify health issues that are related to the areas of ecology, pollution, environment and sanitation.

2. List those positive factors of the environment that contribute to the quality of life.

3. Identify sources of air, water, land and noise pollution and cite specific ways each can be reduced.

4. Identify the need for sanitation in our society and steps that can be taken by individuals and society to ensure proper sanitation.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Describe ways in which people change the environment and what individuals can do to protect it.

2. Determine the unhealthy effects of environmental pollution.

3. Identify the need for vaccinating animals and analyze the responsibility of individuals to have animals vaccinated.

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COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Recognize the current environmental factors which will have an impact on future generations.
2. Explain the role of community agencies in protecting and promoting the health and safety of community members.
3. Compare the cost of prevention of diseases and accidental injuries with the cost of treatment.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. List ways in which daily living patterns protect or damage the environment.
2. Explain why people must work together to solve community health problems.
3. Explain why taxes and contributions of time and money are needed to provide community health services.

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CONSUMER HEALTH

LEVEL II

COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Identify consumer health products, services and treatments and decide who is responsible for their regulation and/or control.

2. Recognize when to seek medical attention and preventive health care and the consequences to oneself and society of not receiving adequate health care.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by onself.

The student will:

1. Identify ways individuals can protect themselves from unsafe or fraudulent health products and services.

COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Identify qualified health personnel available for particular consumer health needs.

2. Identify ways to access consumer health agencies and organizations and the services provided.

3. Identify how advertising and other factors influence the use of health products and services.

4. Describe the laws and regulations that protect consumer health.

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COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Distinguish between reliable and questionable sources of consumer health information.

2. Demonstrate the ability to make informed decisions regarding the use of health products and health services.

3. Determine how information on a label can be used in selecting health products (i.e., over-the-counter drugs, prescription drugs, quackery).

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LEVEL III

GRADES 7 - 9

DISEASE PREVENTION AND CONTROL

LEVEL III

COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Describe the prevalent diseases in his/her age group (i.e., common cold, strep throat, dental caries, skin disease, upper respiratory infections, gastro-intestinal illness, eye and ear infections).

2. Identify the need to be knowledgeable about and describe the body's natural defenses against disease (i.e., skin, mucous membranes, lymphatic system, white blood cells).

3. Understand chronic disease terminology, (i.e., hypertension, malignant, myocardial infarction, rheumatoid arthritis) prevention, and treatment.

4. Investigate the extent of disability and death caused by major diseases (i.e., cardiovascular disease, cancer, respiratory diseases, AIDS).

5. Identify how medical and health service quackery can put individuals at personal risk and financial loss by delaying or preventing effective treatment.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. List the major chronic and degenerative diseases and identify cause, characteristics and effects on body systems.

2. Identify at least six modes of disease transmission; at least one disease which can be transmitted by each mode (i.e., airborne, food borne, water borne, fecal-oral, vector borne and direct or indirect contact with body fluids of infected individual); and how the transmission can be prevented.

3. Identify and describe the infectious agents that cause the major sexually transmitted diseases (i.e., HIV infection/AIDS, syphilis, gonorrhea, chlamydia, herpes, venereal warts).

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4. Identify and analyze personal behaviors and activities which may put individuals at risk of disease and determine specific behaviors which will prevent disease.

COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Identify and describe how to access official and voluntary health agencies in the community and list services provided.

2. Differentiate between diseases which have been controlled and/or eradicated and those which are not being controlled and explain why.

3. Identify and describe the purpose of local, state and national laws which address the prevention and control of disease.

4. Describe and analyze community efforts to control HIV infection/AIDS, typhoid, hepatitis A, giardia, salmonella and other diseases.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Identify and compare risk factors that contribute to cancer, cardiovascular disease, high blood pressure, diabetes and other chronic diseases and make decisions which will make for a more healthy lifestyle.

2. Evaluate personal health practices and identify those which will contribute to disease prevention and those which present a health risk.

3. Distinguish between behaviors which do or do not reduce the risk of acquiring HIV infection/AIDS and other sexually transmitted diseases (i.e., abstinence, mutually monogamous relationship, and avoiding the sharing of body fluids during sexual relations).

4. Develop realistic alternatives for undesirable health habits related to the control and prevention of disease.

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COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Identify problems and potential outcomes of teenage sexual activity (i.e., pregnancy, sexually transmitted diseases and emotional problems).

2. Describe the impact of a change within the family (i.e., divorce, death, separation, remarriage, unemployment, financial problems, relocation/moving).

3. Recognize and analyze the types of abuse in society (i.e., sexual, physical, emotional, parent and spouse).

4. Explain the effects of poor communication on relationships.

5. Contrast traditional and non-traditional sex roles and stereotypes in society.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Identify and analyze behaviors/factors associated with high-risk pregnancies (i.e., tobacco, alcohol and drugs, poor nutrition, lack of prenatal care, age, genetics).

2. Identify and define the structure, function and care of the male and female reproductive systems.

3. Identify sexual behaviors which prevent or reduce the risk of pregnancy and sexually transmitted diseases (abstinence, mutally monogamous relationship).

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COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Identify and describe how to access official and voluntary family health service agencies in the community and list services provided.

2. Relate dating practices to the limits of acceptable behaviors within one's personal and community standards.

3. Analyze the rights and responsibilities associated with various expressions of sexuality.

4. Analyze social forces that influence sex drive (i.e., media, music, soap operas, family).

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Identify and describe parenting skills that lead to a loving parent/child relationship.

2. Analyze how respecting the rights and privileges of every family member can be achieved.

3. Recognize and learn various peer pressure "lines" (statements) and select appropriate refusal skills, (i.e., say no, explain reasons, change subject, leave, assertive behavior, refuse to discuss, make a joke).

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MENTAL HEALTH

LEVEL III

COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Identify and describe the most common mental health problems in his/her age group (i.e., stress, low self-esteem, communication skills, depression, suicide).

2. Utilize mental health terminology (i.e., defense mechanisms, fight/flight response, stress, stressor, eating disorders, psychoses, neuroses, anxiety, depression, psychosomatic illness) when presenting or discussing examples of mental health problems.

3. Identify the needs that must be met for the development of a healthy personality (i.e., love, positive self-esteem, coping, appropriate social skills).

4. Analyze the difference between positive and negative stress factors.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. List the major chronic and temporary mental health problems, identify causal characteristics and identify the effects of each on body systems (i.e., stress, anxiety, depression, eating disorders).

2. Recognize the mental health problems that can be prevented and/or controlled by oneself.

3. State environmental and hereditary factors that affect an individual's mental wellness.

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COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Identify and know how to access official and voluntary mental health agencies in the community and list services provided by each.

2. Differentiate between the purposes and services provided by two or more official health agencies and self-help support groups (i.e., Alcoholics Anonymous, County Health Department).

3. Contrast contemporary treatment of mental illness with that used 30 - 40 years ago, (i.e., drug therapy, institutionalization, shock treatment) and predict the advances and failures in 10 years.

4. Investigate the extent of disability, death and financial loss caused by mental health problems.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Identify and compare risk factors that contribute to mental health problems, (i.e., stress, psychosomatic illness, depression, heredity, environment).

2. Recognize early warning signs of mental health problems and identify appropriate corrective practices.

3. Develop realistic alternatives for undesirable habits related to prevention and control of mental health (i.e., decision-making skills).

4. Recognize the expression of pleasant and unpleasant feelings as part of every day life and normal development.

5. Recognize and practice specific methods of resisting negative peer pressure.

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SUBSTANCE ABUSE

LEVEL III

COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. List and identify household substances, medicines and drugs which have a potential for harm if improperly used (i.e., glue, whiteout, vanilla, Nyquil).

2. Identify community and personal values influencing his/her choices and use critical thinking skills to make positive choices.

3. Identify and define the terminology associated with substance abuse (i.e., detoxification, prevention, intervention, tolerance, withdrawal).

4. Recognize the importance of changing an individual's behavior, not merely learning technical facts and materials.

5. Analyze the effects of media and advertising and availability on personal choices in today's culture (i.e., TV ads, magazines, music, movies, personal endorsements, alcohol, over-the-counter drugs).

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Name common, misused drugs and analyze the effects on the physical, mental and social functions of the body.

2. Recognize the therapeutic value of personal relationships, peer support groups and community resources.

3. Distinguish between the safe/proper use of medication and abuse of medication.

4. Identify and analyze theories concerning personal traits and inherited characteristics which put the individual at risk of substance abuse (i.e., psychological, biological, environmental, social).

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COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Identify treatment and support programs available to the substance/chemical abuser and the family (i.e., smoking cessation, AA, Alanon, Alateen, chemical dependency units of local hospitals).

2. Identify the consequences (i.e., physical, legal, psychological, financial, family, social) of substance abuse to society.

3. Analyze the effects of chemical abuse on the family.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Analyze and explain the need to accept and freely express pleasant and unpleasant feelings as part of everyday life and normal development.

2. Cite regulations and laws regarding the use of drugs and alcohol and explain why they are needed to promote healthy lifestyles.

3. Demonstrate positive peer pressure in social situations (i.e., refusal skills, alternatives to chemical use/abuse).

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COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Identify the health risks caused by poor eating habits (i.e., cardiovascular disease, obesity, malnutrition).

2. Describe the effects of a lack of proper nutrients.

3. Identify and describe factors that influence food choices (i.e., money, advertising, peer pressure, time, culture, emotions, feelings).

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Analyze how factors influencing food choices affect eating behaviors (i.e., advertising, fast foods, regional differences, money).

2. Explain the link between poor nutrition and various diseases (i.e, salt, sugar, fat) that can be prevented and controlled by oneself.

3. Compare various food preparation techniques for alteration of nutritional value.

4. Demonstrate insight into the relationship between caloric intake, activity level and weight control.

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COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. List community resources for nutritional information, evaluation, counseling and treatment (i.e., local health extension service, Weight Watchers) that can be utilized in prevention, intervention and treatment programs.

2. Identify the benefits and costs of community feeding programs for families (i.e., food stamps, WIC, school food services).

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Develop a personally realistic nutritional plan based upon a selection of the basic food groups and a variety of foods.

2. Identify and compare how eating behaviors contribute to energy level, mental alertness, appearance and general good health.

3. Compare nutritional requirements of adolescents to other age groups.

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PERSONAL HEALTH

LEVEL III

COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Identify the differences between the personal health problems of the student's age group and those of other age groups.

2. Identify personal health and hygiene practices that can protect the health of oneself and others (i.e., handwashing, covering mouth and nose, dental care).

3. Identify the major systems of the body, the basic functions of each, and the diseases and disorders of each which should be treated promptly.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Analyze the relationship between exercise and weight control and the personal responsibility for one's own body.

2. Evaluate the relationship between physical well-being, mental and emotional health and the need for personal responsibility.

3. Predict the effects of physical activity and inactivity on various body systems.

4. Explain the differences between muscular, psychological, chronic and nervous fatigue and the effects upon the body.

5. Explain how personal health behaviors are influenced by peers, family and role models.

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COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Explain the effects of community and national health concerns on the lives of individuals.

2. Identify the various professions in health-related areas (i.e., dermatologist, orthodontist, ophthalmologist, optometrist) and the benefits of their services.

3. Identify and describe how to access official and voluntary health agencies in the community and list services and information provided.

4. Identify the social health problems related to the aging process and possible solutions.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Analyze ways in which personal choices affect health practices.

2. Identify areas in which personal patterns of health care may need improvement or change (i.e., appearance, sleep, diet, personal hygiene, exercise).

3. Develop a plan combining regular physical activity with personal health habits that will promote and maintain total health.

4. Develop a lifetime activity plan that enhances well-being.

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COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Describe first aid treatment priorities (i.e., breathing, bleeding, poisoning, burns, fractures, shock).

2. Identify the safety and first aid procedures for a variety of common emergencies and cite the training requirements for each (i.e., convulsions, drowning, hypothermia, respiratory emergency).

3. Identify causes and methods of prevention for common types of accidents.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Identify and analyze safety problems in the area of home, school and work and cite personal control measures for each.

2. Identify and analyze safety problems in recreational/outside activities (i.e., bicycle, guns, water, sports).

3. List and analyze human factors that contribute to accidents (i.e., stress, fatigue, risk taking, carelessness, distractibility, drugs, anger).

4. Describe how substance abuse affects an individual's judgment and safety.

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COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Identify and know how to properly contact and utilize the safety and first aid services of four agencies at local, state and national level.
2. Explain the protection afforded by "Good Samaritan" laws.
3. Evaluate the benefits of various types of insurance.
4. Describe existing community procedures for action in the event of a disaster.
5. Cite current state laws governing substance use and operation of motor vehicles/boats, describe how they are enforced and identify those which should be changed to make them more effective.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Analyze his/her own safety related behavior and identify behaviors needing improvement.
2. List two or more student practices that may result in accidents in the halls, cafeteria, classroom, gym, science laboratory, and/or outside and how they can be prevented or reduced in severity.
3. Demonstrate correct first aid and safety procedures.
4. Demonstrate the proper method of contacting emergency medical services.

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COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. List types of environmental pollution (i.e., chemical, biological, physical) and identify sources or causes.

2. Determine the solutions to significant health problems that require both community and individual efforts.

3. Explain the biological and chemical substances in food that may be harmful to the human body and its processes.

4. Identify safe and hygienic practices of food preparation and storage and predict consequences of improper handling.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Identify cause and effect relationship between various air and water pollutants and human health.

2. Recognize the correlation between socio-economic level of life and life expectancy and cite examples.

3. Analyze the balance between individual rights and the health of the community (i.e., littering, mowing grass, smoking).

4. Predict environmental concerns of the future (i.e., water shortage, toxic wastes) and how individuals make a difference.

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COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Match environmental problems and services with the proper agencies (i.e., EPA/ water and air, NRC/ nuclear waste, county health department/ restaurant inspection) and identify needed improvements.

2. Recognize laws and regulations designed to protect the health of the community.

3. Identify and analyze economic and political factors in the control of environmental pollution.

4. Describe community efforts in preventing and controlling disease.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Describe ways individuals can maintain healthy school, home and community environments (i.e., energy conservation, recycling, limiting radiation exposure).

2. Conclude that public health is everybody's business and give examples of public health action (i.e., smoking, alcohol and drugs, zoning, garbage collection, littering).

3. Determine responsibilities of citizens in supporting the activities and programs of community health workers.

4. Analyze the health hazards associated with career occupations of his/her choice.

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COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Identify the positive and negative aspects of self-diagnosis, self-treatment and self-medication.

2. Explain how the information contained on product labels is valuable in selecting food and health products and how it should be used in the selection process.

3. Identify health quackery and describe how it can put individuals at personal and financial risk.

4. Identify and define consumer health terminology (i.e., consumer, fraud, quackery, cost contained, generic, malpractice, liability, FDA, EPA, FTC, BBB, Medicare, Medicaid).

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Compare generic and brand name drugs in terms of cost and reliability.

2. Analyze how advertising influences consumers' buying habits.

3. Identify ways in which folk medicine, health superstitions and health misconceptions may endanger one's health.

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COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Identify consumer health issues being addressed by international, national, state and local professional and voluntary health agencies.

2. Identify and analyze how laws and regulatory agencies help protect the consumer.

3. Analyze several selected health occupations and identify the required educational preparation, occupational hazards and financial rewards of each.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Identify reasons why the consumer should consider quality, quantity and cost before purchasing products or services.

2. Analyze the cost of medical care and health insurance and the effects on a family budget now and in the future.

3. Identify skills needed to be a wise consumer of health care products (i.e., label reading, comparing, investigating, knowledge).

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LEVEL IV

GRADES 10 - 12

DISEASE PREVENTION AND CONTROL

LEVEL IV

COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Describe the major communicable diseases and identify those which can be prevented by immunization.

2. Identify the current extent and implications of the following health problems: HIV infection/AIDS, sexually transmitted diseases, dental disease, cardiovascular disease, obesity, lack of fitness and lung disease.

3. Identify several social issues which must be addressed as a result of HIV infection/AIDS (i.e., identification, acceptance, treatment, economic and legal aspects).

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Describe and estimate the effects of major diseases in terms of death and disease rates, pain and suffering, lost work and school days and medical and hospital costs.

2. Identify and describe methods of transmission, symptoms and treatment of at least four sexually transmitted diseases (i.e., HIV infection/ AIDS, gonorrhea, herpes, chlamydia, syphilis, venereal warts).

3. Identify the complications of at least four untreated sexually transmitted diseases and what one can do to prevent them.

4. Identify and analyze personal health behavior necessary to prevent and/or control disease within oneself.

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COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Identify and describe the basic social health practices and values which are necessary to prevent and control disease.

2. Identify and analyze the major laws dealing with disease control and suggest ways to make them more effective.

3. Identify the nearest resources for information, testing, counseling and treatment of communicable and chronic diseases, including HIV infection/AIDS.

4. Describe several diseases common to this age group and determine what type of immunity is or is not possible for each.

5. Identify and describe current and historical efforts to cope with disease epidemics (i.e, bubonic plague, Legionnaires disease, poliomyelitis, HIV infection/AIDS, syphilis) and identify what is being done to deal with the major unconquered diseases.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Recognize responsibility for oneself, family and community in regard to disease prevention and control.

2. Analyze how present lifestyle and health practices affect prevention and control of disease.

3. Predict results of high-risk personal behaviors and the ability of individuals to prevent and control disease.

4. Identify specific personal behaviors that prevent the spread of sexually transmitted diseases (i.e., abstinence, mutually monogamous relationships, elimination of the exchange of body fluids in sexual relations).

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COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Describe the extent of marital failure and divorce in society and the effect on individuals and society.

2. Analyze data to determine the incidence of family abuse problems and what can be done to prevent it.

3. Analyze causes and consequences of teenage pregnancy.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Identify the structure, function and related health problems of the reproductive system and select appropriate prevention, intervention and treatment alternatives for each problem.

2. Assess the impact of rape, child abuse, spouse abuse, child sexual abuse and family problems on psychological and physical health and determine the personal action that can be taken to prevent and/or control it.

3. Analyze the effects of teenage pregnancy on the health of the mother, the child and the educational, financial and personal growth of the teenage parent.

4. Analyze the importance of medical supervision in prenatal and perinatal care and what one should do to prepare as a parent.

5. Explain the influence of self-esteem, communication skills and peer pressure on the development of other-person-centered relationships.

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COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Identify and describe various family structure situations (i.e., adoption, two-career family, family economics, child care, substance abuse, adaptations, transitional life style changes) and select alternative for positively coping with each.

2. Assess the impact of media and pornography on sexual behavior and give possible control alternatives.

3. Assess the resources available for information and counseling on family relationship problems and how they can be helpful in preventing and intervening in family life and sexual problems.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Identify the specific personal family life and sexual behaviors that will and will not lead to a responsible and healthy lifestyle.

2. Analyze the impact of resolving marital conflicts in establishing and maintaining a healthy lifestyle.

3. Describe sequentially the steps of development and maintenance of responsible intimate relationships.

4. Assess parenting models and their impact on future generations.

5. Analyze the major choices concerning responsible sexual behavior.

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MENTAL HEALTH

LEVEL IV

COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Describe the causes of stress and summarize the implications of stress on the individual and society.

2. Identify and describe ways of assessing mental health issues and problems and give examples of assessment criteria.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Summarize the physiological effects of stress and design a personal stress management plan.

2. Identify and assess those factors contributing to the development of personal and family crises and select appropriate preventive strategies.

3. Identify and assess the symptoms of distress and determine what kind of help is needed.

4. Given situations involving possible suicide, death and dying, identify several alternatives likely to reduce the negative impact on one's mental health.

COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Identify and analyze the influence of cult behavior in today's society.

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2. Identify and describe the physical and psychological processes associated with aging and how one's lifestyle has a major influence on the rate of aging.

3. Identify and summarize the steps to healthy personality development.

4. Identify and describe the behaviors necessary for the development of positive self-esteem.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Predict the results of a long term relationship in which individuals are not effectively confronting emotional and mental health development and cite alternatives to correct the situation.

2. Compare and contrast alternative lifestyle choices and the impact upon sex role, learning, personality and relationship development.

3. Identify community mental health resources, the types of services available and methods of obtaining services.

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COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Identify and analyze the costs of substance abuse to society.
2. Assess the nature and extent of problems associated with Driving While Intoxicated (DWI) for both the individual and society.
3. Describe the implications of substance abuse in society through problems such as illness, loss of life, breakdown of families and DWI.
4. Analyze the relationship between drugs and crime and cite specific ways to fight the causes of these two problems.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Compare and contrast the physiological effects and health problems related to over-the-counter, recreational and prescription substance abuse.
2. Identify the risk factors that lead to, and the characteristics of, addiction and give methods of prevention and detection.
3. Recognize the dangers of substance abuse in high risk groups: teenagers, pregnant women, the elderly and persons with chronic diseases.
4. Recognize that specific diseases including HIV (AIDS) may be transmitted by intravenous drug users through shared needles.
5. Describe the characteristics of chemical abuse and identify the prevention concepts/guidelines which will protect one's body and health.

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COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Identify and assess the legal and social issues of substance abuse.
2. Analyze and describe how substance abuse contributes to the breakdown of family relationships.
3. Describe the steps involved in the research, development and approval of new drugs.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. When given an example of a lifestyle with alcohol, drug and/or tobacco problems, cite the alternatives that would lead the person to obtaining a more healthy life.
2. Contrast peer pressures, negative and positive, and how they are used in reference to drug use and abuse and creating a healthy lifestyle.
3. Identify and defend various alternatives to drug use and how they can produce a drug-free lifestyle.
4. Distinguish between prevention, intervention, treatment, and follow-up care in relation to drug use.

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COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Identify the major nutritional problems that result from improper diets.
2. Explain why proper food selection, handling and preparation are important for good nutrition.
3. Describe the extent of fraudulent nutrition practice in today's society.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Identify and analyze the role of nutrition in contributing to, preventing or controlling such diseases as diabetes, heart disease, arthritis, cancer, hypertension and eating disorders.
2. Analyze the impact of psychological, familial, environmental and genetic factors on nutritional problems.
3. Identify and analyze how self-esteem influences nutritional habits.
4. Identify and describe the personal health risks of fad diets.
5. Distinguish between healthful and harmful food additives and supplements.

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COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Identify and describe how the media influences food selection decisions.
2. Identify and describe cultural and economic factors (including labeling practices) and how they influence daily nutrition.
3. Identify resources available in the community for nutrition information, testing, counseling and treatment.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Identify what he/she needs to do to comply with the seven Dietary Guidelines for Healthy Americans.*
2. Recognize responsibilities for one's self and family in regard to proper food selection and preparation.
3. Analyze how lifestyles and nutritional practices contribute to current and future wellness.
4. Identify various resources or options that are available to provide or supplement nutritional needs.

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* Home and Garden Bulletin No. 232,
Superintendent of Documents,
U.S. Government Printing Office,
Washington, D.C. 20402

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COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Describe the most common personal health problems among age groups and determine how they affect the health of individuals and society.

2. Identify disorders that are caused by poor personal hygiene habits.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Describe ways to prevent medical disorders and conditions (skin rashes, lice) by practicing cleanliness and hygiene.

2. Identify the causes and factors associated with vision and hearing problems, dental health, skin disease, skin cancer and related health problems.

3. Identify factors that are characteristic of a healthy lifestyle.

COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Analyze the effect of social health customs and morals on personal health practices.

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2. Analyze parental influence on personal health practices.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Recognize the personal responsibilities for wellness that must be carried over into adult years.

2. Identify and evaluate some of the attitudes which elicit positive self-esteem in his/her lifestyle.

3. Identify the traits of personal grooming and cleanliness that will promote a healthy lifestyle.

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COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Identify appropriate emergency preparedness programs and procedures in regard to natural and man-made disasters.

2. Analyze and assess the direct and indirect costs of accidents to society.

3. Analyze human and environmental factors that affect safety (i.e., recreation, school, modes of transportation, home, farm, occupation, fire).

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Identify and evaluate the effects of home, farm, occupational, traffic and outdoor/recreational accidents.

2. Identify and describe methods that can be effective in preventing rape, assault, homicide, theft and other personal safety risk factors.

3. Support and critique the multiple causation theory of accidents.

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COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Identify and describe the functions and services provided by various safety agencies and community resources.
2. Analyze the social concepts of liability and negligence.
3. Analyze individual and community responsibilities for safety in daily living.

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Analyze and describe accident causation and its prevention.
2. Summarize the basic first aid procedures for major emergencies (i.e., CPR, poisons, handling body fluids).
3. Propose practices that would encourage personal safety and reduce risks in everyday situations.
4. Describe several habits and practices which will promote safe and crime-free behaviors (i.e., obedience to laws, respect for others, "golden rule," making good decisions).

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COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Assess the effect of overpopulation or overcrowding on the health of the individual and society.
2. Interpret from available data, the status of pollution issues and problems.
3. Identify the major environmental resources and evaluate their role in community health.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Identify and describe the effects of hazardous radiation and substances (i.e., sunlight, x-ray, radon, lead) on the body and their control.
2. Describe and analyze the implications of poverty, racial, and cultural differences in health and disease control.
3. Compare public health problems in the U.S. to the health problems of other countries.
4. Identify and critique health issues caused by advancing medical science (i.e., genetic engineering, euthanasia, other medical/ethical issues).

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COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Evaluate the impact on the environment of recycling products (i.e., paper, glass, aluminum, plastic).

2. Describe and analyze the role of the individual and society in the ethical and moral issues of eugenics and euthenics.

3. Identify and analyze community health and sanitation programs (i.e., sanitary systems, community health services, immunization programs, school health laws).

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Defend the role of public health laws in creating an environment conducive to good health.

2. Identify how failure to accept personal responsibility for individual and public health affects the quality of life of all persons.

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COMPETENCY I

Through experience, observation and reading, identify the issues, needs and/or problems facing individuals and society.

The student will:

1. Analyze the impact of health care costs on the health of the population.
2. Describe and analyze the extent of consumer fraud and quackery in society.
3. Identify the major health misconceptions and compare them to acceptable health practices.

COMPETENCY II

Utilizing the most reliable sources of information available, identify the causes and effects of health problems on the body and recognize those which can be prevented and/or controlled by oneself.

The student will:

1. Analyze the effects of consumer expectations on malpractice lawsuits and malpractice insurance costs.
2. Identify the role of medical specialists in today's society.
3. State the criteria that should be used in selecting cosmetics and personal health care products.

COMPETENCY III

Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs.

The student will:

1. Determine how media and advertisers can distort perceptions of personal health and interfere with treatment decisions.

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2. Identify and classify the types of governmental, private and community health service programs available and indicate whether they are for prevention, intervention and/or treatment.

3. Identify and describe the reasons for consumer protection and the intent behind the "Patient's Bill of Rights".

COMPETENCY IV

Recognize, analyze and demonstrate personal health behaviors which will lead to and promote a healthy lifestyle.

The student will:

1. Select an appropriate lifestyle pattern of behavior designed to reduce personal health care costs.

2. Compare and contrast appropriate and inappropriate use of medical care with a personal program of regular preventive maintenance.

3. Organize and compare resources for the selection of health care providers/services in relation to limitations, rate and availability.

4. Identify the elements of a self monitoring health plan and appropriate health products and services useful in maintaining a healthy lifestyle.

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